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ABSTRACT

This publication is designed to accompany the "Dropout Prevention" manual (1984) and to serve as a guide for the staff development training of administrators, faculty, and staff in the initiation of a dropout prevention program. The staff development program contains materials to assist staff in becoming aware of the scope of the dropout problem in Mississippi, acquaint staff with the characteristics of potential dropouts, instruct staff in how to use instruments designed to identify potential dropouts, and recommend programs for staff to help keep students in school. This manual is divided into three sections. The first section contains an overview of the proposed Performance Based Accreditation Standards related to the dropout prevention program, a definition of a dropout, and a discussion of dropout problems in Mississippi. The second section focuses on the elementary school potential dropouts. Nonattendance in elementary school, identification of the poorly adjusted child, and a recommended program for elementary school children are considered. The final section is designed for secondary school staff and includes discussions of characteristics of potential dropouts, recommendations for changing the behavior of potential dropouts, an alternative classroom for dropouts with discipline problems, a dropout prevention program, and assistance for those who do drop out. Transparencies, suggestion lists, and handouts are included in the appendices. (NRB)

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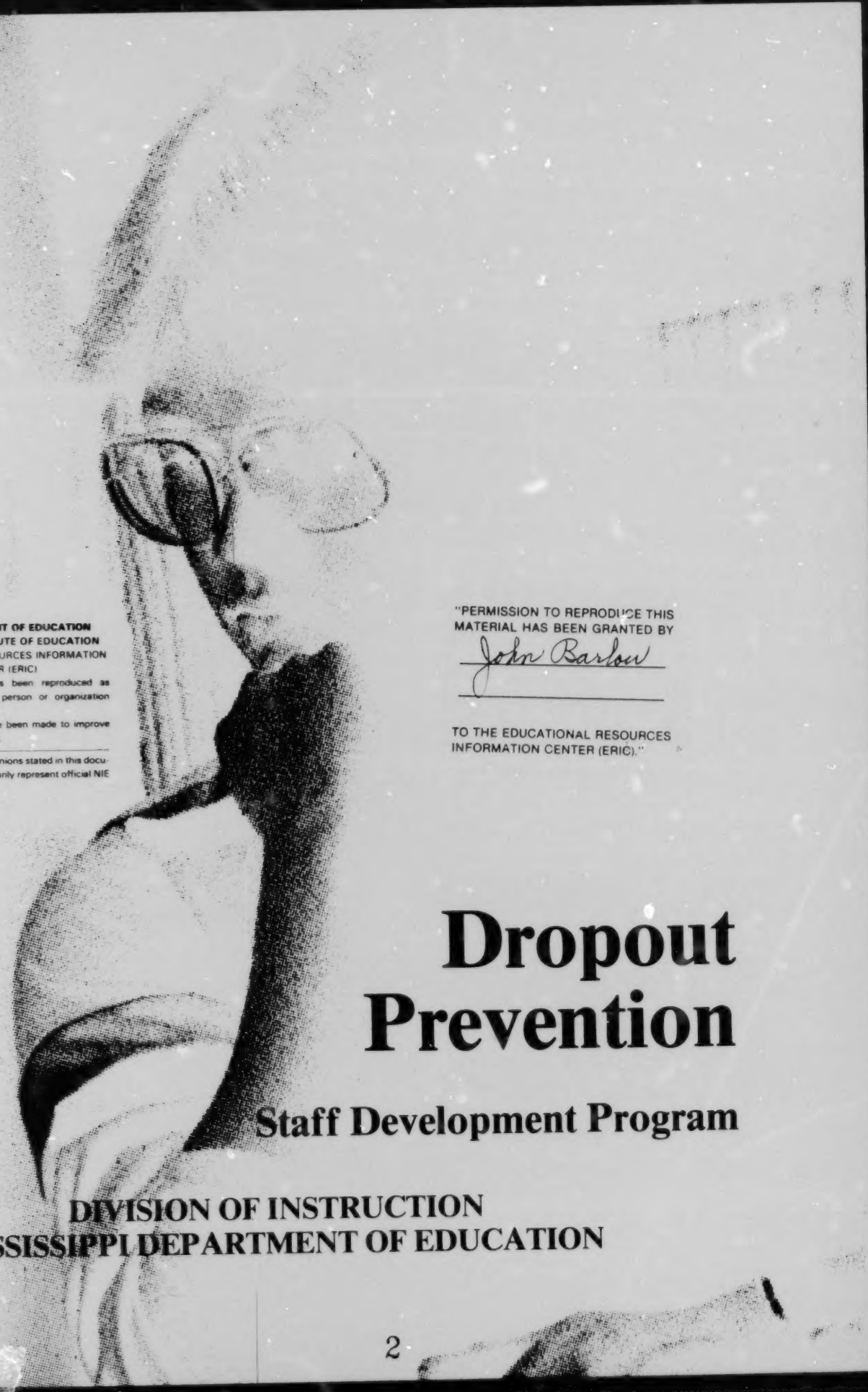

Dropout Prevention

Staff Development Program

DIVISION OF INSTRUCTION
MISSISSIPPI DEPARTMENT OF EDUCATION

CG 018415

DROPOUT PREVENTION

STAFF DEVELOPMENT PROGRAM

DIVISION OF INSTRUCTION
MISSISSIPPI STATE
DEPARTMENT OF EDUCATION

RICHARD A. BOYD
STATE SUPERINTENDENT OF EDUCATION

DECEMBER 1984

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PURPOSE

This publication is designed to accompany the Dropout Prevention manual (1984) and to serve as a guide for the staff development training of administrators, faculty, and staff in the initiation of a Dropout Prevention program. The staff development program contains recommended content, materials, and procedures to:

(1) assist staff in becoming aware of the scope of the dropout problem in Mississippi,
(2) acquaint staff with the characteristics of potential dropouts,
(3) instruct staff in how to use instruments designed to identify potential dropouts, and
(4) recommend programs for staff to help keep students in school.

Dropout prevention programs which are implemented will probably differ from school to school, however, components of possible programs and methodologies for implementing programs are presented.

This manual is a SAMPLE staff development program. Many school districts have staff who are versed in dropout prevention programs and techniques. However, there are some districts that need suggestions, activities, and even a process on how to conduct a staff development program on the subject. In either case, the content presented herein should prove to be of benefit in implementing or furthering a dropout prevention program.

Please feel free to use any part or all of this manual to assist you in conducting your staff development program.

SUGGESTED STAFF DEVELOPMENT PROGRAM

The following suggested program should aid the presentor in providing local school personnel with an organized staff development program on dropout prevention. Consideration should be given to grouping the participants according to elementary and secondary school faculties. This will enable the staff to address problems unique to specific age groups.

The presentor should be familiar with the K-12, K-6, and 7-12 segments of this manual before presentations are made to faculties of K-6 or 7-12. In preparing for the delivery of the staff development program the presentor should closely review both documents, Dropout Prevention manual and Dropout Prevention: Staff Development Program. The materials included in the segments marked K-12 should be used in presentations to both elementary and secondary faculties.

The content of this manual was not designed to be read by the presentor to his audience(s), but to be used as a guide from which one may elaborate and further develop information related to dropout prevention.

The presentor will note that transparencies, suggestion lists, and handouts which may be used are indicated in the left margin. A copy of each is included in the appendices. Some transparencies are summarized and will differ from those appearing in the presentor's material. The suggestion lists are intended to be used, if needed, as "starters" for the brainstorming sessions. Some handouts are to be used during activity sessions while others are information sheets.

Copies of transparencies and handout sheets should be made in preparation for the presentation.

OVERVIEW

The overview section of this manual contains, (1) the proposed Performance Based Accreditation Standards related to the dropout prevention program, (2) who is a dropout, and (3) dropout problems in Mississippi.

PRESENTOR:

- The purpose of this staff development program is to assist administrators, faculty, and staff in the initiation of a dropout prevention program.
- SHOW Transparency #1 (Appendix A, page 49)
- The proposed Performance-Based Accreditation Standards state:

(Trans. #1) ACCREDITATION STANDARDS ON DROPOUT PREVENTION

1. School board policies
2. School board budget
3. Superintendent shows evidence of dropout prevention program in each school
4. Principal develops dropout prevention plan in the school.

PRESENTOR:

- EXPLAIN standards (Transparency is summarized)
- The following are the complete standards, as stated in the <u>proposed</u> Performance-Based School Accreditation Standards for Mississippi.

For additional information regarding the proposed Performance-Based Accreditation Standard on dropout prevention refer to The Requirements of the Commission on School Accreditation: Policies, Procedures, Regulations and Standards of Performance, Bulletin 171, and page 37 of the Dropout Prevention manual.

PERFORMANCE ORIENTED SCHOOL BOARD

PROPOSED STANDARD: The school board exerts educational leadership through policies which specify how the provisions of the Education Reform Act of 1982 (and other state laws which support the implementation of this act) are carried out in the school district.

by:

The school board policies include policy guidelines:

a. For programs designed to keep children in school voluntarily and to prevent dropouts (37-3-46, 37-13-91);

PROPOSED STANDARD: The school board exerts leadership by actively monitoring its policies which require the implementation of performance-based education.

by:

School board budgetary activity reflects expenditures to implement provisions of the Education Reform Act by providing school budget funds in an amount adequate to support programs for:

g. Dropout prevention and school attendance;

INSTRUCTIONALLY ORIENTED SUPERINTENDENT AND CENTRAL OFFICE

PROPOSED STANDARD: The superintendent of schools exerts active leadership by implementing school board policies requiring a performance-based instructional system.

by:

There is evidence that the school administration develops a positive school learning climate by demonstrating that school buildings and classrooms are established as places of learning by monitoring:

e. The school district dropout prevention and school attendance program in effect in each of the schools;

INSTRUCTIONALLY SUPPORTIVE BUILDING LEVEL ADMINISTRATION

PROPOSED STANDARD: Instructional leadership activity at the school level emphasizes pupil achievement by setting instructional management strategies, providing an orderly atmosphere, supporting teachers, and creating a climate of high expectations.

by:

There is evidence that the principal develops an effective learning atmosphere in the school by:

a. Implementing a dropout prevention plan in the school;

WHO IS A DROPOUT

PRESENTOR:

(Trans. #2)

- SHOW Picture "Who Is A Dropout" Transparency #2 (Appendix A, page 51)
- So that we may all have the same frame of reference, the following dropout definition by John Putnam is presented.
- SHOW Transparency #3 (Appendix A, page 53)
- READ or paraphrase definition of a dropout.

(Trans. #3)

A dropout is a pupil who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term "dropout" is used most often to designate an elementary or secondary pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (Grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his/her dropping out occurs during or between regular school terms, whether his/her dropping out occurs before or after she/he has passed the compulsory school attendance age and, where applicable, whether or not she/he has completed a minimum required amount of school work. (Putnam, 1980) (Bibliography, page 40, Dropout Prevention manual)

ACTIVITY:

- ASK QUESTIONS

(Suggestion List #1) "What are some of the reasons that you think cause
(Suggestion List #2) students to leave schools?"
(Appendix B, pages 91 and 93)

(Suggestion List #3) "How do dropouts differ from those who complete
(Appendix B, high school?"
page 95)

"Have we stereotyped some students as potential dropouts, when in fact they are not?"

- HAVE BRAIN STORM SESSION

- WRITE REASONS ON TRANSPARENCY

DROPOUT PROBLEMS IN MISSISSIPPI

PRESENTOR:

- GIVE background from FOREWORD of Dropout Prevention manual (pages iii and iv).
- SHOW Transparency #4 (Appendix A, page 55)
- EXPLAIN each topic on transparency.

FACTS ABOUT MISSISSIPPI DROPOUTS

(Trans. #4)

1. 1982-83 school year:
   11,862 students in Mississippi public schools were reported as school dropouts
2. 50 to 60% of 1st grade students do not graduate 12 years later
3. 88% of Mississippi school districts do not have a dropout prevention program
4. 15 school districts have some type of dropout prevention program
5. "Dislike School Experience" was most reported reason for leaving school.

PRESENTOR:

- Points of interest - of the 11,862 Mississippi dropouts reported for 1982-83,
  (1) 1,240 were elementary students and 10,622 were secondary students
  (2) In elementary schools the largest number, 592, was attributed to reasons unknown. In secondary schools the largest number, 2,949, was attributed to dislike of school experience.

(3) There were:

- 332 dropouts in 6th grade
- 1,103 dropouts in 7th grade, a difference of 771
- 1,382 dropouts in 8th grade
- 2,214 dropouts in 9th grade, a difference of 832
- 2,416 dropouts in 10th grade
- 1,892 dropouts in 11th grade
- 1,074 dropouts in 12th grade, a difference of 818

ACTIVITY:

- ASK QUESTIONS

"Why do you think more dropouts occurred from the 7th grade than from the 6th grade?"

"Why do you think more dropouts occurred from the 9th grade than from the 8th grade?"

"Why do you think fewer dropouts occurred in the 11th and 12th grade?"

- Try to get the group to come to a logical reason for each difference.

PRESENTOR:

- SHOW Transparency #5 (Appendix A, page 57)

- DISCUSS research studies information on pages 1 and 2 of Dropout Prevention manual.

(Trans. #5)

RESEARCH STUDIES SHOW

1. Many students drop out of school because they feel they can function better in another environment.

2. There is a consistently high unemployment rate for dropouts.
3. There are limited types of jobs available for dropouts.

ACTIVITY: ° ASK QUESTION

"What does the research indicate?"

ELEMENTARY K-6

PRESENTOR: ° Up to now we have addressed dropouts and potential dropouts as a total group, grades K-12. Let us turn our attention to the elementary school potential dropouts. There are three main topics that need to be emphasized in the elementary program and they are:

° SHOW Transparency #6 (Appendix A, page 59)

(Trans. #6)

DROPOUT PREVENTION K-6

1. Nonattendance in elementary school
2. Identifying the poorly adjusted child
3. Recommended program for elementary school children

PRESENTOR: ° Let us cover each one of these in detail.

NONATTENDANCE IN ELEMENTARY SCHOOL

PRESENTOR:

- Does high absenteeism cause poor achievement or does poor achievement cause high absenteeism? Even though the research conclusions are mixed as to cause and effect, we know the two characteristics are related and we must deal with both. Available research indicates that children who are excessively absent from school in the early grades will probably not complete high school.

- SHOW LAW - Transparency #7 (Appendix A, page 61)

- SUMMARIZE LAW

(Trans. #7)

The law states, "Each school year after 1983-1984, one (1) year of age shall be added to the age of pupils who shall be required to attend school as herein above provided, so that by the school year 1989-1990, every child who shall be between the ages specified in this subsection shall attend school as herein above required." (Section 37-13-91, (ii), Mississippi Code, 1983)

PRESENTOR:

- The rationale of nonattendance in the elementary grades was probably instrumental in the 1982 passage of the School Attendance Law. This law requires that all children 13 years of age and under be enrolled and attending school by 1989. (see page 3 of the Dropout Prevention manual)

PRESENTOR:

- Nonattendance causes many problems for teachers, schools, and communities. Look at some of the problems.

- SHOW Transparency #8 (Appendix A, page 63)

- DISCUSS consequences on pages 3 and 4 of Drop-out Prevention manual.

(Trans. #8)

NONATTENDANCE PROBLEMS

1. School work has to be made up
2. Minimum foundation funds to decrease - ADA
3. Vandalism
4. Poor attendance at school often leads to job absenteeism
5. Delinquency

PRESENTOR:

- Now that we have looked at some of the effects nonattenders have on teachers, schools, and communities, let us go back to the new Attendance Law and see if we can address some of the concerns that may develop in the elementary school because of this new law.

ACTIVITY:
(Suggestion List #4)
(Appendix B, pages 97-99)

- ASK QUESTION, "What effects will the new Attendance Law have on our school?"

- HAVE BRAIN STORM SESSION

- WRITE REASONS ON TRANSPARENCY

PRESENTOR: ° School staffs, social workers, and attendance officers should work very closely with parents of nonattenders on encouraging the child to attend school.

° SHOW Transparency #9 (Appendix A, page 65)

ACTIVITY: ° DISCUSS studies on page 4 of Dropout Prevention manual.

PRESENTOR: ° Research tells us that schools having a high level of attendance:

(Trans. #9)

SCHOOL WITH HIGH LEVEL OF ATTENDANCE

1. Give homework
2. Exhibit high student expectation
3. Display children's work
4. Pursue curriculum planning
5. Consider time on task

° SHOW Transparency #10 (Appendix A, page 67)

PRESENTOR: ° Research also shows that attendance is higher in classes when teachers: (see Dropout Prevention manual page 4)

(Trans. #10)

ATTENDANCE IS HIGHER WHEN TEACHERS:

1. Give frequent sincere praise
2. Interact with class
3. Give few reprimands during class
4. Use open ended questions
5. Provide success for all children
6. Offer support for learning
7. Avoid corporal punishment

ACTIVITY:

- OBTAIN teachers' reactions to studies. (Use transparency to summerize their points)

PRESENTOR:

- Remember, the problem of nonattendance and its relationship to potential dropouts begins in elementary grades; therefore, parents should be notified as soon as possible of a child's absence from school or poor work in school.

IDENTIFYING THE POORLY ADJUSTED CHILD

PRESENTOR:

- We must realize that most potential dropouts develop in the elementary grades and that a student does not suddenly become a potential dropout when he/she goes into the secondary program. It is our responsibility to begin to identify dropout characteristics in these children early in the elementary grades. One way of doing this is to be aware of those characteristics exhibited by potential school dropouts.

- SHOW Transparency #11 (Appendix A, page 69)

ACTIVITY:

- DISCUSS list of characteristics on pages 8 and 9 of the Dropout Prevention manual.

(Trans. #11)

- FACTORS OF POTENTIAL DROPOUTS
  1. Age
  2. Grade level
  3. Academic aptitude
  4. Achievement/course grades
  5. Interest in school work
  6. Ability to read
  7. Parental attitude toward school
  8. General adjustment to school
  9. Participation in out-of-school activities
  10. School attendance
  11. Acceptance by other pupils
  12. Family size
  13. Educational level of the mother

14. Educational level of the father
15. Health

° HANDOUT - "Items to Enhance Children's Self-Concept" (Appendix C, page 105)

PRESENTOR:

° Children with a low self-concept are often potential dropouts. Teachers need to enhance a child's self-concept through verbal and physical activities. Teachers need to consciously plan and implement a program of self-concept improvement for all children in need.

° SHOW Transparency #12 (Appendix C, page 105)

ACTIVITY:

° DISCUSS activities teachers can do to enhance a child's self-concept

(Trans. #12)

ITEMS TO ENHANCE CHILDREN'S SELF-CONCEPT

1. Praise children whenever <u>any</u> success is shown.
2. Avoid a "put-down" of a student in front of peers.
3. Encourage students to try again when failure occurs.
4. Use positive reinforcement, not negative statements.
5. Reinforce any answer to a question, even if it is incorrect.
6. Refrain from accepting failure as the norm; provide additional chances for success.
7. Use peer tutors to help the failing or slow student.
8. Help low achievers as much or more than you help high achievers.

9. Refrain from making "smart remarks" which can be construed to be derogatory of low self-concept students.
10. Smile and be courteous to all students, not just a few.
11. Offer as much or more explanation to low self-concept students as you do to other students.

° HANDOUT ESPAS instrument and utilization sheet (Appendix D, pages 109-111)

PRESENTOR: ° Elementary teachers often need an objective measure to help support their feelings about a child who is not adjusting in school in grades K-3.

(Trans. #13) ° SHOW Transparency #13, ESPAS instrument. (Appendix D, page 109)

PRESENTOR: ° The Elementary School Public Adjustment Scale (ESPAS) is a teacher perceived instrument identifying those characteristics that (1) are related to poor pupil adjustment to school, and (2) are predictive of nonattenders and potential dropouts.

PRESENTOR: ° EXPLAIN how to use the ESPAS instrument.
° This instruction is not limited to grades K-3 but can be used for all elementary children.
° This instrument is to be filled out by the teacher and not the student.

DIRECTIONS

1. If you as the teacher begin to sense that a particular pupil is not functioning well in

class, fill out the ESPAS on the pupil.

2. Repeat the process one to two weeks later, without looking at your first score on the ESPAS.
3. If after two observations your scores are high and fairly consistent, you have identified a pupil who has not adjusted properly. It is especially noteworthy when: (a) you have marked 10 or more items affirmatively; or (b) you have marked items 11, 12, 16, 17, 21, and/or 24 affirmatively.
4. When a pupil is identified, you may wish to: (a) set a parent conference within which the parents and you develop a strategy of extra-ordinary assistance to the pupil; (b) make specific adjustment in the school program for the youngster; and (c) implement the school program for potential dropouts.

ACTIVITY:

- ASK each elementary teacher or staff member in the workshop to think of a student in their "mind's eye" whom they consider to be a poorly adjusted child and to fill out the ESPAS for that child.

- NOTE: An item should be marked "Yes" if the behavior noted occurs more than 25 percent of the time. Where an item has a time description (e.g., frequently in item 14), the item description takes precedence over the 25 percent recommendation.

PRESENTOR:

- HAVE THE TEACHERS COUNT the number of "Yes" responses and note how many of the items 11, 12, 16, 17, 21, and/or 24 were marked.

- BE SURE TO NOTE: A total of 10 or more items marked affirmatively suggests that the child has not adjusted properly to school and some attempt should be made to correct the situation. Items 11, 12, 16, 17, 21, and 24 are key items and special attention should be given to the child if any of these items are marked.

- HANDOUT - DAS instrument, scoring key, and utilization sheet (Appendix E, pages 115-127)

(Trans. #14)

- SHOW Transparency #14, DAS is three pages long. Appendix E, pages 115-119)

PRESENTOR:

- Teachers in grades four through six are encouraged to use the Dropout Alert Scale (DAS). This instrument is used most at the high school level but it is appropriate for use in the upper elementary grades as well.

- A student should be given approximately 30 minutes to complete the instrument. Blanks are provided on the instrument for the student's responses.

- When scoring the responses, it is necessary on item 1 to know what grade the student is in and the normative age for that grade level. For example, if a student is in the 8th grade and is 16 years old, he is two years older than normal. Item 1 would be scored two points in this case. Once

the DAS has been scored, the section "How to Use the Results" is reviewed.

> A score of 39 or greater indicates a potential candidate for a dropout. Items 1, 2, 3, 7, 10, 15, 16, 17 are key items on the instrument and are highly predictive of potential dropouts. When a score of 39 or greater is found, the Dropout Prevention Program should be implemented for the student.

ACTIVITY: (Suggestion List #5) (Appendix B, page 101)

- ASK QUESTION "What do you think we should do once we have identified a potential dropout?"
- HAVE BRAIN STORM SESSION
- WRITE SUGGESTIONS ON TRANSPARENCY

RECOMMENDED PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

PRESENTOR:

- We know that attitudes and habits that lead to students dropping out of school are often formed in the elementary grades. (see page 11 of the Dropout Prevention manual)

- We also know that the educational experiences in the elementary grades:
  1. Need to be positive,
  2. Need to emphasize desirable learning behaviors, and
  3. Need to be flexible to permit all children to have a successful experience.

- We also know that a strong educational program should meet the needs of students. In order to meet these needs teachers must understand the problems of the current society such as:
  1. One parent families
  2. Low socio-economic families
  3. Two working parents ("latch-key" child).

- We also know that there are other related problems with which the school staff must deal when implementing a dropout prevention program and some of these are:
  1. Poor achievement
  2. Lack of motivation
  3. A general dislike of school.

° We are aware that each of the problems contributes to potential dropouts; therefore, it is our responsibility to assist students in coping with the problem(s).

PRESENTOR ° In order for us to implement a sound dropout prevention program in the elementary school we must consider the following six components:

° SHOW Transparency #15 (Appendix A, page 71)

(Trans. #15)

DROPOUT PREVENTION PROGRAM COMPONENTS

1. Understanding of the problem
2. Providing inservice to school staff
3. Restructuring instructional program
4. Utilizing parent involvement
5. Initiating attendance policies and procedures
6. Involving school attendance officers

PRESENTOR: ° DISCUSS each component that is listed on pages 12-15 of the Dropout Prevention manual.

° SHOW Transparency #16 (Appendix A, page 73)

° COVER in great detail the following information on Component 3.

° The responsibility of teachers and administrators is to develop an acceptable learning environment for the potential dropout. Factors which may be needed to create an acceptable learning environment would include:

(Trans. #16)

FACTORS TO CREATE AN ACCEPTABLE LEARNING ENVIRONMENT

1. Assessment of individual needs
2. Change of curriculum
3. Meaningful instruction: Selected outcome for individual at his/her level
4. Sequential learning (Basic Skills)
5. Time for teacher's planning
6. Interaction with peers - not instruction in isolation
7. Develop positive self-concept
8. Develop interpersonal skills
9. Identify local resources: Senior citizens, Jr./Sr. high students used as tutors

PRESENTOR:

- Now that we have some background of (1) who is a dropout, (2) characteristics of a potential dropout, (3) instruments to help identify a potential dropout, and (4) some of the components that are needed to implement a program, do you think we can develop a dropout prevention program in our school?

ACTIVITY:

- HAVE A SHORT DISCUSSION on how the staff can proceed in developing a program in your school. Make a list of activities that need to be accomplished in order to implement a dropout prevention program for the elementary grades.

- DISCUSS "Activities Which Assist Elementary Schools In Establishing A Dropout Prevention Program", on pages 27-29 as possible activities that involve parents in dropout prevention.

ACTIVITIES WHICH ASSIST ELEMENTARY SCHOOLS IN ESTABLISHING A DROPOUT PREVENTION PROGRAM

1. The implementation of kindergarten in public school will provide students with opportunities to acquire a repretoire of successful experiences. These experiences help the student to build a positive self-concept and develop a positive attitude toward school. The curriculum and teaching technique demonstrated in the kindergarten program will assist in preparing students for a successful school experience. According to research conducted by the High Scope Educational Foundation, for every 100 students attending preschool 33 drop out of high school, while for every 100 not attending preschool 51 drop out.

2. The development of a strong parent component in the overall school/learning program for the student should be instituted. This program should be diverse in attempt to communicate with and meet the needs of the variety of families and family situations present in the school population. Listed below are suggested ways to involve parents in the educational process of their children.

   A. Parent workshops, held periodically by school faculty and/or staff on specific curriculum areas, emphasizing how specific concepts may be reinforced at home. (ANY workshop or meeting scheduled should be offered twice - once during the day and once at night to accommodate non-working and working parents. Transportation and baby sitting services should be provided and publicized when meeting topic, date, time, and place is given.) By demonstrating to the parent the importance of their support and reinforcement of concepts taught at school they will become more positive in their attitude and will transfer that to their child (children).

   B. Encourage and assist in forming an active parent organization to develop support for school programs within the community as well

as serving as a communication network to inform parents in a person-to-person, neighbor-to-neighbor manner regarding school programs/policy. Planned meetings with program topics of interest to parents and including short programs presented by students serve to strengthen the home-school bond.

C. Develop a school-parent handbook to communicate information provided by school staff to assist parents to understand school policies and regulations.

D. Communicate with parents periodically through the medium of a newsletter written by the school staff which spotlights specific grades and instructional units as important events during the reporting period.

E. Require school faculty to schedule two parent conferences per year to discuss the child's progress with his/her parents. If parents are unable to come for a conference, document a telephone conversation that took place between teacher and parent for the purpose of reporting student progress. Teachers should be given release time for conducting conferences or arrangements be made for children to be taught by a substitute while the teacher conducts the parent conferences.

F. Conduct an organized parent volunteer program to encourage alternative means for working parents to assist in improving the learning environment for their children.

3. Establish and maintain a support network with social service agencies and local attendance counselor to provide assistance to high risk families in need of basic services to maintain family stability.

4. Teachers should evaluate their students periodically with regard to learning objectives. In a case study conducted by the teacher demon-

strating problems with the learning situation evidence will reveal specific areas which the teacher can address by adjusting the teaching techniques, communication with the child, and/or assisting in correcting home environmental problems.

5. Develop a program which addresses individual needs of retainees in grades 1-3. This program should provide opportunities for the retainee, which will enable these students to progress in the average range of achievement for that second year.

SECONDARY 7-12

BACKGROUND

If your staff development program is for secondary school only, the presentor should read this complete manual to familiarize oneself with the total program.

The secondary dropout prevention staff development material is written in two segments K-12, pages 1-12 and 7-12, pages 31-45. The K-12 segment is background information which is needed before the 7-12 segment is presented.

PRESENTOR:

° Now that we have addressed dropouts and potential dropouts as a total group, grades K-12, let us turn our attention to the secondary school potential dropout. There are five main topics that need to be emphasized in the secondary program and they are:

° SHOW Transparency #17 (Appendix A, page 75)

(Trans. #17)

DROPOUT PREVENTION 7-12

1. Characteristics of potential dropouts
2. Recommendations for changing the behavior of potential dropouts
3. An alternative classroom for potential dropouts with discipline problems
4. A dropout prevention program
5. Assistance for those who choose not to stay

PRESENTOR:

° Now let us cover each one of these topics in detail.

CHARACTERISTICS OF POTENTIAL DROPOUTS

PRESENTOR:

- Certain potential dropout characteristics become evident in the elementary grades. These characteristics become even more pronounced as the child goes into junior and senior high school.
- One of the first steps in developing a Secondary Dropout Prevention program is to make teachers and staff aware of those characteristics exhibited by potential dropouts.
- SHOW Transparency #11 (Appendix A, page 69)

ACTIVITY:

- DISCUSS list of characteristics on pages 17 & 18 of Dropout Prevention manual.

(Trans. #11)

FACTORS OF POTENTIAL DROPOUTS

1. Age
2. Grade level
3. Academic aptitude
4. Achievement/course grades
5. Interest in school work
6. Ability to read
7. Parental attitude toward school
8. General adjustment to school
9. Participation in out-of-school activities
10. School attendance
11. Acceptance by other pupils
12. Family size
13. Educational level of the mother
14. Educational level of the father
15. Health

PRESENTOR:

- Most of the characteristics that we have discussed can be detected through the use of the Dropout Alert Scale (DAS) found on pages 49-53 of the Dropout Prevention manual. This is an instrument based on national research. (see page 18 and 19 of the Dropout Prevention manual)

- HANDOUT - DAS instrument, scoring key, and utilization sheet (Appendix E, pages 115-127)

(Trans. #14)

- SHOW Transparency #14, DAS instrument is three pages long. (Appendix E, pages 115-119)

PRESENTOR:

- EXPLAIN that a student should be given approximately 30 minutes to complete the instrument. Blanks are provided with the instrument for the student's responses.

When scoring the instrument, it is necessary on item 1 to know what grade the student is in and the normative age for that grade level. For example, if a student is in the 8th grade and is 16 years old, he is two years older than normal. Item 1 would be scored two points in this case. Once the DAS has been scored, the section "How to Use the Results" is reviewed.

> A score of 39 or greater indicates a potential candidate for a dropout. Items 1, 2, 3, 7, 10, 15, 16, 17 are key items on the instrument and are highly predictive of potential dropouts. When a score of 39 or greater is found, the Dropout Prevention Program should be implemented for the student.

ACTIVITY FOR PRESENTOR:

- The following activity must be done before presenting the SSI to the faculty.
- Identify three (3) students whom you feel are potential dropouts and three (3) students who are not. Administer the School Sentiment Index (SSI). (See Appendix C and pages 19 and 20 of the Dropout Prevention manual for instrument and directions.)
- PREPARE chart to show differences between the two groups.

PRESENTOR:

- HANDOUT copies of School Sentiment Index Instrument and Analysis Sheets. (Appendix F, pages 131-149)

PRESENTOR:

- We are aware that some potential dropouts have a very poor attitude about school climate, teachers, peers, learning, and themselves. The SSI is an instrument that provides a good measure of how the students feel about school.

PRESENTOR:

- EXPLAIN that the instrument has 82 items and provides a score for each of seven factors. Each factor reflects the student's sentiment toward a particular aspect of the schooling process. The factors of the SSI are:

1. Teacher - Mode of Instruction
2. Teacher - Authority and Control
3. Teacher - Interpersonal Relationship with Students

4. Learning
5. Social Structure and Climate
6. Peer
7. General

PRESENTOR:
- EXPLAIN how this instrument was administered to the two groups of students.
- SHOW chart and compare differences between two groups.

ACTIVITY:
- GET teachers' reactions to the differences between the two groups.

PRESENTOR:
- The School Sentiment Index, which we have just examined should help you to become more cognizant of how some of these students feel about school, teachers, peers, and others.

RECOMMENDATIONS FOR CHANGING THE BEHAVIOR OF POTENTIAL DROPOUTS

PRESENTOR:

° There are characteristics of potential dropouts that are unique to individuals and cannot be changed by the school, e.g., academic aptitude, parents' educational level, number of siblings, etc. But there are some characteristics that can be changed and those are the ones directly affected by the school programs found on pages 21 and 22 of the Dropout Prevention manual and they are:

° SHOW Transparency #18 (Appendix A, page 77)

(Trans. #18) ° SCHOOL PROGRAM AFFECTS

1. Achievement/Course grade
2. Interest in school
3. Ability to read
4. General adjustment to school
5. School attendance
6. Acceptance by other pupils
7. Participation in school activities

PRESENTOR:

° Before we can begin to change the behavior of potential dropouts, it is often necessary for the school staff to change their behavior and perceptions of these students. Let us discuss several conditions that may have to change among the school staff members if we are to deal effectively with these students.

° SHOW Transparency #19 (Appendix A, page 79)

° DISCUSS changes among school staff listed on pages 21 of the Dropout Prevention manual.

(Trans. #19) ° NEEDED STAFF CHARACTERISTICS:

a) Willing to develop a program(s)
b) Willing to allocate time and human resources
c) Willing to work in a nontraditional program
d) Willing to readjust school day

° SHOW Picture "A Dropout Prevention Program Takes:" Transparency #20 (Appendix A, page 81)

PRESENTOR: ° In order for us to have a dropout prevention program that works, we must have all of these components (items in transparency). Each of these groups must be cognizant of their respective responsibilities, as well as, how they can all work together so that these students can better fit into the school program.

PRESENTOR: ° Let us look at some suggestions and ideas on how the student's curricula and environment might be adapted to better facilitate success in participation in the overall school program.

° SHOW Transparency #21 (Appendix A, page 83)

(Trans. #21) POSSIBLE PROGRAM CONSIDERATIONS

a) Group counseling with potential dropouts
b) Counselor responsibilities to all potential dropouts
c) Teacher participation
d) Involving parents and community

° DISCUSS "Group Counseling with Potential Dropouts" on pages 22-24 of the Dropout Prevention manual.

° Be sure to COVER the following points:

1. Identify small groups
   a) salvageable students
   b) students with similar problems and concerns
   c) group scheduled to same study hall
2. Groups should meet at least once or twice a week
3. Purpose of meeting
4. Group leader's role
   a) accepting
   b) non-judgmental
   c) assisting
   d) summarizing meeting
5. Adult threats and peer threats
6. Group organized on voluntary basis
   a) commitment to participate
   b) disciplinary measures
7. Project Evaluation

° HANDOUT "Counselor and Teacher Responsibilities" (Appendix G, page 153) (You may hand out Appendix C also.)

° SHOW Transparency #22 (Appendix G, page 155)

(Trans. #22) COUNSELORS' AND TEACHERS' RESPONSIBILITIES TO POTENTIAL DROPOUTS

° Develop an accepting and understanding attitude

- Encourage participation
- Give credit for effort
- Relate school experiences to life situations
- Encourage remedial experiences when appropriate
- Work with parents
- Refer students to specialist for special problems
- Assist in developing a positive attitude toward school attendance
- Emphasize importance of high school diploma

PRESENTOR:

- DISCUSS the counselors' and teachers' responsibilities on pages 24 and 25 of the Dropout Prevention manual.

- DISCUSS teachers participation on pages 25 and 26 of the Dropout Prevention manual.

- In addition to those responsibilities that we have already discussed, it is especially important for the teacher to recognize that the student is having difficulty adjusting to the regular school environment; recognize that the teacher may be part of the problem.

- Research shows that a student befriended by a teacher is more likely to stay in school

ACTIVITY:

- HAVE BRAIN STORM SESSION on how counselors and teachers feel that they can implement each of the responsibilities.

PRESENTOR:

- DISCUSS involving parents and community on pages 26 and 27 of the Dropout Prevention manual.

- Be sure to cover the following points in your discussion:
  - Create resource file
  - Invite speakers
  - Field trips
  - Interaction skills
  - Parent counseling

AN ALTERNATIVE CLASSROOM FOR POTENTIAL DROPOUTS WITH DISCIPLINE PROBLEMS

PRESENTOR:

- All potential dropouts are not discipline problems, but the ones who are, pose the biggest challenge to the school staff in implementing a potential dropout prevention program. Often these students need to be removed from the regular classroom and taught in an alternative program. The simplest alternative program in an Alternative Classroom.

- SHOW Transparency #23 (Appendix A, page 85)

(Trans. #23)

ALTERNATIVE CLASSROOM

- An Alternative Classroom is a self-contained class conducted for one or more periods and designed to provide a positive learning environment for students who are experiencing behavioral as well as academic problems in the regular classroom.

PRESENTOR:

- DISCUSS the make-up of an Alternative Classroom as explained on pages 29 and 30 of the Dropout Prevention manual.

ACTIVITY:

- ASK QUESTION;
  "Do you feel that an Alternative Classroom would work in our school?"

A DROPOUT PREVENTION PROGRAM

PRESENTOR:

° Let us keep in mind that all potential dropouts are not discipline problems. Students who fall in the "critical area" on the "Dropout Alert Scale" or who have a low score on the "School Sentiment Index" may be well behaved. These students should be provided a program that will enable them to stay in school.

° SHOW Transparency #24 (Appendix A, page 87)

PRESENTOR:

° DISCUSS the Ten Components of a Dropout Prevention Program listed on pages 31-33 of the Dropout Prevention manual.

DROPOUT PREVENTION PROGRAM COMPONENTS

(Trans. #24) °

Component 1. Reduce the course load
Component 2. Extend time to finish high school
Component 3. Improve self-concept (At this time consider showing Transparency #12 and distributing the handout) (Appendix C, page 105)
Component 4. Assign peer counselors
Component 5. Develop a career awareness program
Component 6. Initiate a program for working students
Component 7. Develop a home visitation program
Component 8. Initiate a telephone program
Component 9. Organize a peer committee
Component 10. Utilize services of attendance officers

ACTIVITY:

- ASK QUESTION and GET REACTION from the group, "Which of these components do you feel could be initiated as part of our dropout prevention program?"

FOR THOSE WHO CHOOSE NOT TO STAY

PRESENTOR:

- No matter what is done, there are some pupils who will drop out of school anyway. The school should make every effort to devise a definite plan to help the dropout make a good start in the outside world. Let us look at a few ways the school can assist the dropout.

- DISCUSS ways that the school may help dropouts on page 35 of the Dropout Prevention manual.

CONCLUSION

PRESENTOR:

- The purpose of this staff development program was to assist the staff in becoming aware of the scope of the dropout problem in Mississippi, to acquaint the staff with characteristics that predict potential dropouts, to provide the staff with instruments for use in measuring the degree to which students tend to be dropout prone, and to provide the staff with recommended programs for dealing with the potential dropout.

- SHOW Transparency #25, DROPOUT PREVENTION PROGRAM ANNUAL RECORD (Appendix H, pages 159)

PRESENTOR:

- The proposed Performance-Based Accreditation Standards require every school to implement a dropout prevention program. The Dropout Prevention Program Annual Record is a summative instrument which provides a record of program participation and activities for the year. This is one type of documentation that can be used for collecting data for accreditation review.

APPENDIX A

(Appendix A)
TRANSPARENCY # 1

ACCREDITATION STANDARDS ON DROPOUT PREVENTION

1. SCHOOL BOARD POLICIES

2. SCHOOL BOARD BUDGET

3. SUPERINTENDENT SHOWS EVIDENCE OF DROPOUT PREVENTION PROGRAM IN EACH SCHOOL

4. PRINCIPAL DEVELOPS DROPOUT PREVENTION PLAN IN THE SCHOOL

(Appendix A)
TRANSPARENCY #2

Who Is A DROPOUT?

51

(Appendix A)
TRANSPARENCY # 3

DEFINITION OF A DROPOUT

A DROPOUT IS A PUPIL WHO LEAVES A SCHOOL, FOR ANY REASON EXCEPT DEATH, BEFORE GRADUATION OR COMPLETION OF A PROGRAM OF STUDIES AND WITHOUT TRANSFERRING TO ANOTHER SCHOOL. THE TERM "DROPOUT" IS USED MOST OFTEN TO DESIGNATE AN ELEMENTARY OR SECONDARY PUPIL WHO HAS BEEN IN MEMBERSHIP DURING THE REGULAR SCHOOL TERM AND WHO WITHDRAWS FROM MEMBERSHIP BEFORE GRADUATING FROM SECONDARY SCHOOL (GRADE 12) OR BEFORE COMPLETING AN EQUIVALENT PROGRAM OF STUDIES. SUCH AN INDIVIDUAL IS CONSIDERED A DROPOUT WHETHER HIS/HER DROPPING OUT OCCURS DURING OR BETWEEN REGULAR SCHOOL TERMS, WHETHER HIS/HER DROPPING OUT OCCURS BEFORE OR AFTER SHE/HE HAS PASSED THE COMPULSORY SCHOOL ATTENDANCE AGE AND, WHERE APPLICABLE, WHETHER OR NOT SHE/HE HAS COMPLETED A MINIMUM REQUIRED AMOUNT OF SCHOOL WORK. (PUTNAM, 1980)

(Appendix A)
TRANSPARENCY # 4

FACTS ABOUT MISSISSIPPI DROPOUTS

1. 1982-83 SCHOOL YEAR
   11,862 STUDENTS IN MISSISSIPPI PUBLIC SCHOOLS WERE REPORTED AS SCHOOL DROPOUTS

2. 50 to 60% of FIRST GRADE STUDENTS DO NOT GRADUATE 12 YEARS LATER

3. 88% OF MISSISSIPPI SCHOOL DISTRICTS DO NOT HAVE A DROPOUT PREVENTION PROGRAM

4. 15 SCHOOL DISTRICTS HAVE SOME TYPE OF DROPOUT PREVENTION PROGRAM

5. "DISLIKE SCHOOL EXPERIENCE" WAS MOST REPORTED REASON FOR LEAVING SCHOOL

(Appendix A)
TRANSPARENCY # 5

RESEARCH STUDIES SHOW

1. DO BETTER IN ANOTHER ENVIRONMENT

2. HIGH UNEMPLOYMENT RATE

3. LIMITED TYPES OF JOBS

(Appendix A)
TRANSPARENCY # 6

DROPOUT PREVENTION GRADES K-6

1. NONATTENDERS IN ELEMENTARY SCHOOL

2. POORLY ADJUSTED CHILD

3. RECOMMENDED PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

(Appendix A)
TRANSPARENCY # 7

THE LAW STATES, "EACH SCHOOL YEAR 1983-1984, ONE (1) YEAR OF AGE SHALL BE ADDED TO THE AGE OF PUPILS WHO SHALL BE REQUIRED TO ATTEND SCHOOL AS HEREIN ABOVE PROVIDED, SO THAT BY THE SCHOOL YEAR 1989-1990, EVERY CHILD WHO SHALL BE BETWEEN THE AGES SPECIFIED IN THIS SUBSECTION SHALL ATTEND SCHOOL AS HEREIN ABOVE REQUIRED." (Section 37-13, 91, (ii), Mississippi Code, 1983)

Compulsory Attendance Requirements: Beginning with the 1983-84 school year, every child who has attained the age of six years but is not yet eight years old on or before September 1, 1983, shall attend school. Each school year after 1983-84 and through 1989-1990 one year of age shall be added to the age of pupils required to attend school. During the school year 1989-90 and thereafter all children who are six years old but not yet fourteen years old by September 1 shall attend school. *

* An Opportunity For Excellence: The Mississippi Education Reform Act of 1982, A Report of the Task Force for Educational Excellence in Mississippi, Convened by the Phil Hardin Foundation, July, 1983.

(Appendix A)
TRANSPARENCY # 8

NONATTENDANCE PROBLEMS

1. SCHOOL WORK HAS TO BE MADE UP

2. MINIMUM FOUNDATION FUNDS TO DECREASE - ADA

3. VANDALISM

4. POOR ATTENDANCE IN SCHOOL OFTEN LEADS TO JOB ABSENTEEISM

5. DELINQUENCY

(Appendix A)
TRANSPARENCY # 9

SCHOOL WITH HIGH LEVEL OF ATTENDANCE

1. GIVE HOMEWORK

2. HIGH STUDENT EXPECTATION

3. DISPLAY CHILDREN'S WORK

4. PURSUE CURRICULUM PLANNING

5. CONSIDER TIME ON TASK

(Appendix A)
TRANSPARENCY # 10

ATTENDANCE IS HIGHER WHEN TEACHERS:

1. GIVE FREQUENT SINCERE PRAISE
2. INTERACT WITH CLASS
3. GIVE FEW REPRIMANDS DURING CLASS
4. USE OPEN ENDED QUESTIONS
5. PROVIDE SUCCESS FOR ALL CHILDREN
6. OFFER SUPPORT FOR LEARNING
7. AVOID CORPORAL PUNISHMENT

(Appendix A)
TRANSPARENCY # 11

FACTORS OF POTENTIAL DROPOUTS

1. AGE
2. GRADE LEVEL
3. ACADEMIC APTITUDE
4. ACHIEVEMENT/COURSE GRADES
5. INTEREST IN SCHOOL WORK
6. ABILITY TO READ
7. PARENTAL ATTITUDE TOWARD SCHOOL
8. GENERAL ADJUSTMENT TO SCHOOL
9. PARTICIPATION IN OUT-OF-SCHOOL ACTIVITIES
10. SCHOOL ATTENDANCE
11. ACCEPTANCE BY OTHER PUPILS
12. FAMILY SIZE
13. EDUCATIONAL LEVEL OF THE MOTHER
14. EDUCATIONAL LEVEL OF THE FATHER
15. HEALTH

(Appendix A)
TRANSPARENCY # 15

DROPOUT PREVENTION PROGRAM COMPONENTS

1. UNDERSTANDING OF THE PROBLEM
2. PROVIDING INSERVICE TO SCHOOL STAFF
3. RESTRUCTURING INSTRUCTIONAL PROGRAM
4. UTILIZING PARENT INVOLVEMENT
5. INITIATING ATTENDANCE POLICIES AND PROCEDURES, AND
6. INVOLVING SCHOOL ATTENDANCE OFFICERS

(Appendix A)
TRANSPARENCY #16

FACTORS TO CREATE AN ACCEPTABLE LEARNING ENVIRONMENT

1. ASSESSMENT OF INDIVIDUAL NEEDS
2. CHANGE OF CURRICULUM
3. MEANINGFUL INSTRUCTION: SELECTED OUTCOME FOR INDIVIDUAL AT HIS/HER LEVEL
4. SEQUENTIAL LEARNING (BASIC SKILLS)
5. TIME FOR TEACHER'S PLANNING
6. INTERACTION WITH PEERS - NOT INSTRUCTION IN ISOLATION
7. DEVELOP POSITIVE SELF - CONCEPT
8. DEVELOP INTERPERSONAL SKILLS
9. IDENTIFY LOCAL RESOURCES: SENIOR CITIZENS, JR./SR. HIGH STUDENTS USED AS TUTORS

(Appendix A)
TRANSPARENCY #17

DROPOUT PREVENTION 7-12

1. CHARACTERISTICS OF POTENTIAL DROPOUTS

2. RECOMMENDATIONS FOR CHANGING THE BEHAVIOR OF POTENTIAL DROPOUTS

3. AN ALTERNATIVE CLASSROOM FOR POTENTIAL DROPOUTS WITH DISCIPLINE PROBLEMS

4. A DROPOUT PREVENTION PROGRAM

5. ASSISTANCE FOR THOSE WHO CHOOSE NOT TO STAY

(Appendix A)
TRANSPARENCY #18

SCHOOL PROGRAM AFFECTS

1. ACHIEVEMENT/COURSE GRADE
2. INTEREST IN SCHOOL
3. ABILITY TO READ
4. GENERAL ADJUSTMENT TO SCHOOL
5. SCHOOL ATTENDANCE
6. ACCEPTANCE BY OTHER PUPILS
7. PARTICIPATION IN SCHOOL ACTIVITIES

(Appendix A)
TRANSPARENCY #19

SCHOOL STAFF MEMBERS

A) WILLING TO DEVELOP A PROGRAM(S)

B) WILLING TO ALLOCATE TIME AND HUMAN RESOURCES

C) WILLING TO WORK IN A NONTRADITIONAL PROGRAM

D) WILLING TO READJUST SCHOOL DAY

Concerned Trained Staff Working Together

Administrator and Teacher Working Together

A DROPOUT PREVENTION PROGRAM TAKES:

Counselor and Student Working Together

Teacher and Student Working Together

Concerned Parents

(Appendix A)
TRANSPARENCY #20

(APPENDIX A)
TRANSPARENCY #21

POSSIBLE PROGRAM CONSIDERATIONS

A) GROUP COUNSELING WITH POTENTIAL DROPOUTS

B) COUNSELOR RESPONSIBILITIES TO ALL POTENTIAL DROPOUTS

C) TEACHER PARTICIPATION

D) INVOLVING PARENTS AND COMMUNITY

(Appendix A)
TRANSPARENCY #23

AN ALTERNATIVE CLASSROOM

AN ALTERNATIVE CLASSROOM IS A SELF-CONTAINED CLASS CONDUCTED FOR ONE OR MORE PERIODS AND DESIGNED TO PROVIDE A POSITIVE LEARNING ENVIRONMENT FOR STUDENTS WHO ARE EXPERIENCING BEHAVIORAL AS WELL AS ACADEMIC PROBLEMS IN THE REGULAR CLASSROOM.

(Appendix A)
TRANSPARENCY #24

DROPOUT PREVENTION PROGRAM COMPONENTS

COMPONENT 1. REDUCE THE COURSE LOAD

COMPONENT 2. EXTEND TIME TO FINISH HIGH SCHOOL

COMPONENT 3. IMPROVE SELF-CONCEPT

COMPONENT 4. ASSIGN PEER COUNSELORS

COMPONENT 5. DEVELOP A CAREER AWARENESS PROGRAM

COMPONENT 6. INITIATE A PROGRAM FOR WORKING STUDENTS

COMPONENT 7. DEVELOP A HOME VISITATION PROGRAM

COMPONENT 8. INITIATE A TELEPHONE PROGRAM

COMPONENT 9. ORGANIZE A PEER COMMITTEE

COMPONENT 10. UTILIZE SERVICES OF ATTENDANCE OFFICERS

APPENDIX B

(Appendix B)
SUGGESTION LIST # 1

LIST OF REASONS WHY ELEMENTARY STUDENTS LEAVE SCHOOL

- CONTAINED IN THE 1982-83 STATE DEPARTMENT OF EDUCATION SCHOOL DROPOUT BY REASON REPORT.

- ACADEMIC DIFFICULTY (10)
- PREGNANCY (11)
- RELIGION (15)
- ECONOMIC REASONS (22)
- BEHAVIORAL DIFFICULTY (36)
- PHYSICAL ILLNESS (64)
- NEW RESIDENTIAL STATUS UNKNOWN (74)
- DISLIKE SCHOOL EXPERIENCE (85)
- PARENTAL INFLUENCE (142)
- OTHER KNOWN REASONS (166)
- REASONS UNKNOWN (592)

- ADDITIONAL REASONS NOT LISTED IN REPORT

- LACK OF FEELING OF SUCCESS
- LACK OF POSITIVE LEARNING ENVIRONMENT
- OLDER THAN CLASSMATES BY TWO OR MORE YEARS
- LACK OF INTEREST IN SCHOOL WORK
- LACK OF ACCEPTANCE BY OTHER CLASSMATES

(Appendix B)
SUGGESTION LIST # 2

LIST OF REASONS WHY SECONDARY STUDENTS LEAVE SCHOOL

- CONTAINED IN THE 1982-83 STATE DEPARTMENT OF EDUCATION SCHOOL DROPOUT BY REASON REPORT.

- ECONOMIC REASONS (81)
- PHYSICAL ILLNESS (147)
- NEEDED AT HOME (186)
- NEW RESIDENTIAL STATUS UNKNOWN (246)
- PARENTIAL INFLUENCE (335)
- ACADEMIC DIFFICULTY (366)
- MARRIAGE (376)
- PREGNANCY (486)
- BEHAVIORAL DIFFICULTY (533)
- EMPLOYMENT (555)
- OTHER KNOWN REASONS (1429)
- REASONS UNKNOWN (2811)
- DISLIKE SCHOOL EXPERIENCE (2949)

- ADDITIONAL REASONS NOT LISTED IN REPORT

- CONTINUE FORMAL EDUCATION IN A COLLEGE
- VOCATIONAL SCHOOL
- TRAINING PROGRAMS
- TRAVEL
- MILITARY

(Appendix B)
SUGGESTION LIST #3

HOW DROPOUTS DIFFER FROM THOSE WHO COMPLETE HIGH SCHOOL:

- SOCIO-ECONOMIC BACKGROUND
  - PEER ACCEPTANCE VS ISOLATION
  - INVOLVMENT IN SCHOOL ACTIVITIES
    - PARTICIPANT
    - SPECTATOR
  - POVERTY VS AFFLUENCY
  - PARENTS AND SIBLING EDUCATIONAL BACKGROUND
- VALUE SYSTEM
  - INTEGRITY
  - RELIABILITY
  - POSITIVE ATTITUDE
  - ABUSIVE (DRUGS, SEX, OBESITY, ETC.)

(Appendix B)
(SUGGESTION LIST # 4)

POSSIBLE EFFECTS OF NEW ATTENDANCE LAW

POSITIVE

1. REDUCES ILLITERACY
2. LESSENS REMEDIATION
3. CONTINUOUS ATTENDANCE
4. ATTENDANCE OFFICERS CONTACT NONATTENDERS
5. NUTRITIONAL BENEFITS
6. DEVELOPS SELF-DISCIPLINE
7. DEVELOPS INTERPERSONAL SKILLS
8. CULTURAL BENEFITS
9. INCREASES ADA

NEGATIVE

1. OVERCROWDED CLASSES
2. DISCIPLINE PROBLEMS

NEGATIVE (continued)

3. NONACHIEVERS

4. REPEATED FAILURES

5. SEX RELATED PROBLEMS

6. OVERAGED CHILDREN

7. POOR ATTITUDES

8. BAD HABITS (SMOKING, DRUGS, PROFANITY, ALCOHOL)

(Appendix B)
SUGGESTION LIST # 5

WHAT SHOULD BE DONE ONCE A STUDENT IS IDENTIFIED AS A POTENTIAL DROPOUT

1. SET A PARENT CONFERENCE WITHIN WHICH THE PARENTS, TEACHER, AND ADMINISTRATOR DEVELOP A STRATEGY OF EXTRAORDINARY ASSISTANCE TO THE PUPIL.

2. MAKE SPECIFIC ADJUSTMENT IN THE SCHOOL PROGRAM OF THE YOUNGSTER.

3. IMPLEMENT THE SCHOOL PROGRAM FOR POTENTIAL DROPOUTS.

APPENDIX C

(Appendix C)
TRANSPARENCY #12 and HANDOUT

ITEM TO ENHANCE CHILDREN'S SELF-CONCEPT

1. PRAISE CHILDREN WHENEVER ANY SUCCESS IS SHOWN.

2. AVOID A "PUT-DOWN" OF A STUDENT IN FRONT OF PEERS.

3. ENCOURAGE STUDENTS TO TRY AGAIN WHEN FAILURE OCCURS.

4. USE POSITIVE REINFORCEMENT, NOT NEGATIVE STATEMENTS.

5. REINFORCE ANY ANSWER TO A QUESTION, EVEN IF IT IS INCORRECT.

6. REFRAIN FROM ACCEPTING FAILURE AS THE NORM; PROVIDE ADDITIONAL CHANCES FOR SUCCESS.

7. USE PEER TUTORS TO HELP THE FAILING OR SLOW STUDENT.

8. HELP LOW ACHIEVERS AS MUCH OR MORE THAN YOU HELP HIGH ACHIEVERS.

9. REFRAIN FROM MAKING "SMART REMARKS" WHICH CAN BE CONSTRUED TO BE DEROGATORY OF LOW SELF-CONCEPT STUDENTS.

10. SMILE AND BE COURTEOUS TO ALL STUDENTS, NOT JUST A FEW.

11. OFFER AS MUCH OR MORE EXPLANATION TO LOW SELF-CONCEPT STUDENTS AS YOU DO TO OTHER STUDENTS.

APPENDIX D

(Appendix D)
TRANSPARENCY #13
and HANDOUT

ELEMENTARY SCHOOL PUPIL ADJUSTMENT SCALE
(ESPAS)

Yes	No	The Pupil:
___	___	1. Tends to blame the teacher for not providing enough help.
___	___	2. Has a hostile attitude toward the teacher.
___	___	3. Acts rebellious and defiant.
___	___	4. Makes fun of the material being taught.
___	___	5. Has to be reprimanded and/or corrected on a regular basis.
___	___	6. Physically harrasses (pokes, tickles, etc.) his/her classmates.
___	___	7. Obstructs the work of his/her classmates.
___	___	8. Tells lies regularly.
___	___	9. Tends to be destructive toward classroom property.
___	___	10. Does not listen; interrupts when others are talking.
___	___	11. Has a short attention span.
___	___	12. Gets emotionally upset easily.
___	___	13. Copies from the work of others.
___	___	14. Complains frequently to the teacher.
___	___	15. Has trouble changing from one task to another.
___	___	16. Tends to withdraw; daydream
___	___	17. Exhibits physiological symptoms (nausea, stomach ache, headache) in the face of stress.
___	___	18. Has difficulty following task directions.
___	___	19. Is ultrasensitive to criticism.
___	___	20. Does sloppy work.
___	___	21. Sees schoolwork as too hard.
___	___	22. Gives up quickly on a task.
___	___	23. Is slow to complete a task.
___	___	24. Seems to be "in his/her own world."
___	___	25. Is easily led into dubious behaviors.

How to Use the ESPAS*

1. If you as the teacher begin to sense that a particular pupil is not functioning well in class, fill out the ESPAS on the pupil.

2. Repeat the process one to two weeks later, without looking at your first score on the ESPAS.

3. If after two observations your scores are fairly consistent, you have identified a pupil who has not adjusted properly. It is especially noteworthy when
   a) you have marked 10 or more items affirmatively; or
   b) you have marked items 11, 12, 16, 17, 21, and/or 24 affirmatively.

4. When a pupil is identified, you may wish to:
   a) set a parent conference within which the parents and you develop a strategy of extraordinary assistance to the pupil.
   b) make specific adjustment in the school program of the youngster, and
   c) implement the school program for potential dropouts.

* This instrument was adapted from the Devereux Elementary School Behavior Rating Scale, Devereux Foundation Press, Devon, PA; the Vineland Social Maturity Scale, American Guidance Services, Circle Pines, MN; and the Adaptive Behavior Scale, Grune and Stratton Publishers, New York, NY.

APPENDIX E

(Appendix E)
TRANSPARENCY #14
and HANDOUT

THE DROPOUT ALERT SCALE
(DAS)

1. How old are you? ____
2. Are you failing any of your subjects this semester?
   ____none ____one ____two ____three
3. How many subjects have you failed prior to this semester?
   ____none ____one ____two ____three
4. How much time do you spend reading a day?
   ____two hours or more ____one hour ____30 minutes
   ____fewer than 30 minutes ____none
5. Have you ever failed a grade in elementary school?
   ____none ____one ____two ____more than two
6. Are you getting enough out of school?
   ____usually ____seldom ____never
7. How many days have you missed school this year?
   ____0-9 days ____10-19 days ____20-30 days
   ____more than 30 days
8. Do you like the other students in your classes?
   ____almost all of them ____most of them
   ____a few of them ____almost no one
9. How do you like school?
   ____very much ____much ____little ____very little
10. Do you attend school ball games, dances, parties, etc.?
    ____never ____seldom ____often ____very often
11. How do you think your teachers like you?
    ____very much ____much ____little ____very little
12. How well do you like your teachers?
    ____very much ____much ____little ____very little
13. How do you get along with other students in your class?
    ____very well ____well ____not very well ____not at all
14. How many friends do you have in school?
    ____more than 15 ____10-15 ____5-9 ____less than 5

15. To how many school teams or clubs do you belong?
____none ____1-2 ____3-4 ____more than 4

16. How far did your father go in school?
____12th grade or higher ____8th to 11th grade
____1 to 7th grade ____did not go to school.

17. How far did your mother go in school?
____12th grade or higher ____8th to 11th grade
____1 to 7th grade ____did not go to school.

18. Do you think your parents:
____want you to finish high school
____don't care if you do or do not finish high school
____discourage you from finishing high school

19. In your school work do your parents:
____encourage you often ____encourage you sometimes
____rarely encourage you ____discourage you

20. Do you live with: ____both your mother and father
____either your mother or father ____other relatives
____with no relatives

21. Do you work outside of school?
____on a regular basis ____sometimes
____rarely ____never

22. How many brothers and sisters do you have?
____none ____1-2 ____3-4 ____more than four

23. Do you feel tired?
____never ____seldom ____often ____very often

24. Do you have any trouble with the other students or teachers?
____never ____seldom ____often ____very often

25. Have you ever been sick?
____never ____seldom ____often ____very often

26. Do you feel your teachers are fair to you?
____very often ____often ____seldom ____never

27. Is it important to you that you graduate from high school?
____very important ____important ____not very important

28. Do you think you will graduate from high school?

____yes ____probably ____doubtful ____no

29. Do you do your homework?

____very often ____often ____seldom ____never

30. Do you belong to any organization such as 4-H, Boy Scouts, church groups, etc.?

____none ____1-3 ____4-5 ____more than 5

*Mathis, Debely: The Dropout Proneness Scale: The Development Of An Instrument to Predict a Dropout. University of Mississippi, May, 1976.

Note: The scoring and editorial changes were developed by Dr. Grady E. Harlan and Dr. Dudley E. Sykes.

SCORING KEY FOR
THE DROPOUT ALERT SCALE
(DAS)

	Score
1. How old are you? (0) Same age as class mates (1) One year older (2) Two years older (3) Three years or more older	____
2. Are you failing any of your subjects this semester? (0) none (1) one (2) two (3) three	____
3. How many subjects have you failed prior to this semester? (0) none (1) one (2) two (3) three	____
4. How much time do you spend reading a day? (0) two hours or more (1) one hour (2) 30 minutes (3) fewer than 30 minutes (4) none	____
5. Have you ever failed a grade in elementary school? (0) none (2) one (4) two (8) more than two	____
6. Are you getting enough out of school? (0) usually (1) seldom (2) never	____
7. How many days have you missed school this year? (0) 0-9 days (2) 10-19 days (4) 20-30 days (8) more than 30 days	____
8. Do you like the other students in your classes? (0) almost all of them (1) most of them (2) a few of them (3) almost no one	____
9. How do you like school? (0) very much (1) much (2) little (3) very little	____
10. Do you attend school ball games, dances, parties, etc.? (3) never (2) seldom (1) often (0) very often	____
11. How do you think your teachers like you? (0) very much (1) much (2) little (3) very little	____

12. How well do you like your teachers?

(0) very much (1) much (2) little (3) very little ____

13. How do you get along with other students in your class?

(0) very well (1) well (2) not very well (3) not at all ____

14. How many friends do you have in school?

(0) more than 15 (1) 10-15 (2) 5-9 (3) less than 5 ____

15. To how many school teams or clubs do you belong?

(8) none (4) 1-2 (2) 3-4 (0) more than 4 ____

16. How far did your father go in school?

(0) 12th grade or higher (2) 8th to 11th grade ____

(4) 1 to 7th grade (8) did not go to school.

17. How far did your mother go in school?

(0) 12th grade or higher (2) 8th to 11th grade ____

(4) 1 to 7th grade (8) did not go to school.

18. Do you think your parents:

(0) want you to finish high school ____

(2) don't care if you do or do not finish high school

(4) discourage you from finishing high school

19. In your school work do your parents:

(0) encourage you often (1) encourage you sometimes ____

(2) rarely encourage you (3) discourage you

20. Do you live with: (0) both your mother and father

(1) either your mother or father (2) other relatives ____

(3) with no relatives

21. Do you work outside of school?

(3) on a regular basis (2) sometimes ____

(1) rarely (0) never

22. How many brothers and sisters do you have?

(0) none (1) 1-2 (2) 3-4 (3) more than four ____

23. Do you feel tired?

(0) never (1) seldom (2) often (3) very often ____

24. Do you have any trouble with the other students or teachers?

(0) never (1) seldom (2) often (3) very often ____

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25. Have you ever been sick? ____

(0) never (1) seldom (2) often (3) very often

26. Do you feel your teachers are fair to you? ____

(0) very often (1) often (2) seldom (3) never

27. Is it important to you that you graduate from high school? ____

(0) very important (1) important (2) not very important

28. Do you think you will graduate from high school? ____

(0) yes (1) probably (2) doubtful (3) no

29. Do you do your homework? ____

(0) very often (1) often (2) seldom (3) never

30. Do you belong to any organization such as 4-H, Boy Scouts, church groups, etc.? ____

(3) none (2) 1-3 (1) 4-5 (0) more than 5

*Mathis, Debely: The Dropout Proneness Scale: The Development Of An Instrument to Predict a Dropout. University of Mississippi, May, 1976.

Note: The scoring and editorial changes were developed by Dr. Grady E. Harlan and Dr. Dudley E. Sykes.

How to use the results: A score of 39 or greater indicates a strong potential dropout candidate. A score of 19 to 38 indicates moderate potential for a dropout. Special attention should be given to items 1, 2, 3, 7, 10, 15, 16 and 17 as they are highly predictive of dropouts.

When a score of 39 or greater is found, the teacher should contact the school counselor and the Dropout Prevention Program should be implemented for the student.

APPENDIX F

(Appendix F)
HANDOUT

SCHOOL SENTIMENT INDEX

Secondary Level

(SSI)

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

A If you strongly agree

B If you agree

C If you disagree

D If you strongly disagree

For example:

1. My classes are too easy.

If you disagree with the statement you should mark C on the answer sheet. If you strongly agree with the statement you would mark A on the answer sheet.

There are no right or wrong answers, so respond to each item as honestly as you can.

1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
2. I do my best in school because I can get ahead in the world with a good education.
3. Most of my teachers seem interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. My school has too many rules.
6. Most of my teachers do not allow students much choice in what they study in class.
7. I often feel rushed and nervous at school.
8. Most of my teachers give assignments that are too difficult.
9. Students here are not as friendly as in other schools.

10. Most of my teachers try to make their subjects interesting to me.
11. I hate having to do my homework.
12. My teachers are interested in what I have to say.
13. It is clear to me why I shouldn't drop out of school.
14. This school is run like a prison.
15. In most of my classes I have the opportunity to choose assignments which are most interesting to me.
16. I have signed up for a subject just because it seemed like it would be interesting.
17. Most of my teachers give assignments that are just busy work.
18. I enjoy working on class projects with other students.
19. Most of my teachers really like their subjects.
20. I would rather play a game that I already know than learn a new one.
21. Most of my teachers seem personally concerned about me.
22. I enjoy learning in school more than learning on my own.
23. I don't usually enjoy working on puzzles and trying to solve difficult problems.
24. I think there is too much pressure in school.
25. Most of my teachers will accept suggestions from their students.
26. School is a good place for making friends.
27. I like the challenge of a difficult assignment.
28. Most of my teachers don't try very hard to understand young people.
29. Skipping school whenever I can doesn't really bother me.
30. I find it difficult to start working on my assignments until they are almost due.
31. I'm very interested in what goes on at this school.
32. Most of the decisions in my classes are made by the teachers.
33. My teachers ask me to memorize too many facts.
34. There are other reasons for going to school besides just learning.

35. There are important subjects not taught in school now which I would be interested in taking if they were offered.
36. Students have a voice in determining how this school is run.
37. Most of my teachers have encouraged me to think for myself.
38. I think most of my teachers are fair to me.
39. I generally try to get involved in many school activities.
40. Most of my teachers give me some idea of what will be on their tests.
41. I really like most of the kids at this school.
42. My teachers don't allow me to be as creative as I am able to be.
43. Most of my teachers do not recognize my right to a different opinion.
44. It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.
45. Even if I wanted to join certain groups here at school, I just wouldn't be accepted.
46. I enjoy talking to many of my teachers after class.
47. Most of my teachers are critical of the way young people dress or talk.
48. In order to win an office at this school you've got to be in the right crowd.
49. Many of my teachers frequently show a lack of preparation.
50. It isn't difficult for a new student to find friends here.
51. Many of my teachers could be trusted if I discussed a personal problem with them.
52. My favorite classes, regardless of subject, are those in which I learn the most.
53. School is important to me because I find many of the things I learn are useful outside of school.
54. School is just a place to keep kids off the street.
55. Our school is so large, I often feel lost in the crowd.
56. I usually get the grade I deserve in a class.
57. Teachers are usually the friendliest with the bright students.

58. I try to do good work in my classes because you never know when the information will be useful.
59. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.
60. There are enough different groups here at school for any type of student to find friends.
61. Most of my teachers make it clear about how much the students can "get away with" in class.
62. I enjoy the social life here.
63. Everyone knows who the real losers are in this school.
64. There are many closed groups of students here.
65. Most of my teachers like working with young people.
66. Sometimes I just can't put a book down until I am finished with it.
67. Most of my teachers are too concerned with discipline sometimes.
68. It is difficult for me to see my education as a stepping stone to future success.
69. At school, other people really care about me.
70. If I thought I could win, I'd like to run for an elected student body office.
71. Most of my teachers will discuss any changes made to my grade.
72. Most of my teachers just don't care about students if they're not going to college.
73. I usually never do more school work than just what is assigned.
74. Most of the teachers at my school cannot control their classes.
75. It is possible to be popular in school and also be an individualist.
76. Lunch time at school is not fun.
77. Many of my teachers are often impatient.
78. If I had the choice, I wouldn't go to school at all.
79. Many of my teachers have "pets."

80. Most of my teachers often waste too much time explaining things.

81. Occasionally, I have discovered things on my own that were related to some of my school subjects.

82. If school were more related to the skills I'll need after I graduate, I might be more interested.

The School Sentiment Index was taken from Attitude Toward School K-12, Revised Edition. Instructional Objectives Exchange, Los Angeles, CA.

SCHOOL SENTIMENT INDEX
Secondary Level
(SSI)

How to Analyze the Results Using the scoring system of one point for "Strongly Disagree," two points for "Disagree," three points for "Agree," and four points for "Strongly Agree," a total score for each of seven factors can be found. Apply the range given below to determine the strength of the student's attitude toward the various characteristics in each of the factors.

The result of this Index should be helpful in identifying students who do not relate well to school and who may be potential dropouts.

I. Teacher:

A. Mode of Instruction N=15 items (1, 8, 10, 17, 19, 25, 32, 33, 37, 40, 44, 49, 56, 75, 80)

50-60 indicates a very favorable attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

38-49 indicates a favorable attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

26-37 indicates a negative attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

15-25 indicates a very negative attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

B. Authority and Control N=10 items (6, 15, 38, 42, 43 59, 61, 67, 71, 74)

33-40 indicates a very favorable attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

25-32 indicates a favorable attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

17-24 indicates a negative attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

10-16 indicates a very negative attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

C. Interpersonal Relationship with Students N=12 items (3, 12, 21, 28, 46, 47 51, 57, 65, 72, 77, 79)

39-48 indicates a very favorable attitude toward the teacher in terms of consideration, friendliness and concern
30-38 indicates a favorable attitude toward the teacher in terms of consideration, friendliness and concern
21-29 indicates a negative attitude toward the teacher in terms of consideration, friendliness and concern
12-20 indicates a very negative attitude toward the teacher in terms of consideration, friendliness and concern

II. Learning: N=11 items (11, 20, 23, 27, 30, 34 35, 52, 66, 73, 81)

37-44 strongly indicates an expressed tendency to approach rather than avoid learning-related activities
28-36 indicates an expressed tendency to approach
19-27 indicates an expressed tendency to avoid
11-18 strongly indicates an expressed tendency to avoid rather than to approach learning-related activities.

III. Social Structure and Climate: N=15 items (5, 7, 14, 16, 24 31, 36, 39, 48, 55 60, 63, 69, 70, 76)

50-60 indicates a very favorable attitude toward the bureaucracy, school organization, traditions, and activities
38-49 indicates a favorable attitude toward the bureaucracy, school organization, traditions, and activities
26-37 indicates a negative attitude toward the bureaucracy, school organization, traditions, and activities
15-25 indicates a very negative attitude toward the bureaucracy, school organization, traditions, and activities

IV. Peer: N=8 items (9, 18, 26, 41, 45, 50, 60, 64)

27-32 indicates a very favorable attitude toward their peer relations in the school context
21-26 indicates a favorable attitude toward their peer relations in the school context
14-20 indicates a negative attitude toward their peer relations in the school context
8-13 indicates a very negative attitude toward their peer relations in the school context

V. General: N=11 items (2, 4, 13, 22, 29, 53 54, 58, 68, 78, 82)

37-44 indicates a very favorable attitude toward the general notion of "school"

28-36 indicates a favorable attitude toward the general notion of "school"

19-27 indicates a negative attitude toward the general notion of "school"

11-18 indicates a very negative attitude toward the general notion of "school"

The following items are scored (4) for strongly agree, (3) for agree, (2) for disagree and (1) for strongly disagree: 1, 2, 3, 4, 10, 12, 13, 15, 16, 18, 19, 20, 21, 22, 25, 26, 27, 31, 34, 35, 36, 37, 38, 39, 40, 41, 46, 50, 51, 52, 53, 56, 58, 59, 60, 61, 62, 65, 66, 69, 70, 71, 75, 81. The remaining items are scored (1) for strongly agree, (2) for agree, (3) for disagree and (4) for strongly disagree: 5, 6, 7, 8, 9, 11, 14, 17, 23, 24, 28, 29, 30, 32, 33, 42, 43, 44, 45, 47, 48, 49, 54, 55, 57, 63, 64, 67, 68, 72, 73, 74, 76, 77, 78, 79, 80 and 82.

An answer sheet is given on page 67 and a template for scoring the items is given on page 68.

Answer Sheet

	A	B	C	D		A	B	C	D		A	B	C	D
1.	::	::	::	::	29.	::	::	::	::	57.	::	::	::	::
2.	::	::	::	::	30.	::	::	::	::	58.	::	::	::	::
3.	::	::	::	::	31.	::	::	::	::	59.	::	::	::	::
4.	::	::	::	::	32.	::	::	::	::	60.	::	::	::	::
5.	::	::	::	::	33.	::	::	::	::	61.	::	::	::	::
6.	::	::	::	::	34.	::	::	::	::	62.	::	::	::	::
7.	::	::	::	::	35.	::	::	::	::	63.	::	::	::	::
8.	::	::	::	::	36.	::	::	::	::	64.	::	::	::	::
9.	::	::	::	::	37.	::	::	::	::	65.	::	::	::	::
10.	::	::	::	::	38.	::	::	::	::	66.	::	::	::	::
11.	::	::	::	::	39.	::	::	::	::	67.	::	::	::	::
12.	::	::	::	::	40.	::	::	::	::	68.	::	::	::	::
13.	::	::	::	::	41.	::	::	::	::	69.	::	::	::	::
14.	::	::	::	::	42.	::	::	::	::	70.	::	::	::	::
15.	::	::	::	::	43.	::	::	::	::	71.	::	::	::	::
16.	::	::	::	::	44.	::	::	::	::	72.	::	::	::	::
17.	::	::	::	::	45.	::	::	::	::	73.	::	::	::	::
18.	::	::	::	::	46.	::	::	::	::	74.	::	::	::	::
19.	::	::	::	::	47.	::	::	::	::	75.	::	::	::	::
20.	::	::	::	::	48.	::	::	::	::	76.	::	::	::	::
21.	::	::	::	::	49.	::	::	::	::	77.	::	::	::	::
22.	::	::	::	::	50.	::	::	::	::	78.	::	::	::	::
23.	::	::	::	::	51.	::	::	::	::	79.	::	::	::	::
24.	::	::	::	::	52.	::	::	::	::	80.	::	::	::	::
25.	::	::	::	::	53.	::	::	::	::	81.	::	::	::	::
26.	::	::	::	::	54.	::	::	::	::	82.	::	::	::	::
27.	::	::	::	::	55.	::	::	::	::					
28.	::	::	::	::	56.	::	::	::	::					

Scoring Template

	A	B	C	D
1.	4::	3::	2::	1::
2.	4::	3::	2::	1::
3.	4::	3::	2::	1::
4.	4::	3::	2::	1::
5.	1::	2::	3::	4::
6.	1::	2::	3::	4::
7.	1::	2::	3::	4::
8.	1::	2::	3::	4::
9.	1::	2::	3::	4::
10.	4::	3::	2::	1::
11.	1::	2::	3::	4::
12.	4::	3::	2::	1::
13.	4::	3::	2::	1::
14.	1::	2::	3::	4::
15.	4::	3::	2::	1::
16.	4::	3::	2::	1::
17.	1::	2::	3::	4::
18.	4::	3::	2::	1::
19.	4::	3::	2::	1::
20.	4::	3::	2::	1::
21.	4::	3::	2::	1::
22.	4::	3::	2::	1::
23.	1::	2::	3::	4::
24.	1::	2::	3::	4::
25.	4::	3::	2::	1::
26.	4::	3::	2::	1::
27.	4::	3::	2::	1::
28.	1::	2::	3::	4::
29.	1::	2::	3::	4::
30.	1::	2::	3::	4::
31.	4::	3::	2::	1::
32.	1::	2::	3::	4::
33.	1::	2::	3::	4::
34.	4::	3::	2::	1::
35.	4::	3::	2::	1::
36.	4::	3::	2::	1::
37.	4::	3::	2::	1::
38.	4::	3::	2::	1::
39.	4::	3::	2::	1::
40.	4::	3::	2::	1::
41.	4::	3::	2::	1::
42.	1::	2::	3::	4::
43.	1::	2::	3::	4::
44.	1::	2::	3::	4::
45.	1::	2::	3::	4::
46.	4::	3::	2::	1::
47.	1::	2::	3::	4::
48.	1::	2::	3::	4::
49.	1::	2::	3::	4::
50.	4::	3::	2::	1::
51.	4::	3::	2::	1::
52.	4::	3::	2::	1::
53.	4::	3::	2::	1::
54.	1::	2::	3::	4::
55.	1::	2::	3::	4::
56.	4::	3::	2::	1::
57.	1::	2::	3::	4::
58.	4::	3::	2::	1::
59.	4::	3::	2::	1::
60.	4::	3::	2::	1::
61.	4::	3::	2::	1::
62.	4::	3::	2::	1::
63.	1::	2::	3::	4::
64.	1::	2::	3::	4::
65.	4::	3::	2::	1::
66.	4::	3::	2::	1::
67.	1::	2::	3::	4::
68.	1::	2::	3::	4::
69.	4::	3::	2::	1::
70.	4::	3::	2::	1::
71.	4::	3::	2::	1::
72.	1::	2::	3::	4::
73.	1::	2::	3::	4::
74.	1::	2::	3::	4::
75.	4::	3::	2::	1::
76.	1::	2::	3::	4::
77.	1::	2::	3::	4::
78.	1::	2::	3::	4::
79.	1::	2::	3::	4::
80.	1::	2::	3::	4::
81.	4::	3::	2::	1::
82.	1::	2::	3::	4::

APPENDIX G

(Appendix G)
HANDOUT

COUNSELORS' AND TEACHERS' RESPONSIBILITIES

1. Make a special effort to develop an accepting and understanding attitude toward the potential dropout. Attempt to convey that you accept him/her with all limitations even though you may not agree with the behavior or attitude shown on some occasions.

2. Encourage participation in activities whereby the potential dropout can obtain some positive recognition.

3. Whenever possible, give the potential dropout credit for effort in spite of the fact that he/she may not achieve anywhere near the academic standards set for his/her grade level.

4. Assist the potential dropout in every possible way to relate school experiences to life situations.

5. Attempt to get him/her involved in remedial experiences, especially in the area of reading, when appropriate.

6. Help the potential dropout's parents to gain a more realistic understanding of their child and how they can help him/her to become a better adjusted and more effective student.

7. Refer students with special problems to school specialists such as social workers, speech therapists, and others, as well as out-of-school agencies.

8. Assist the potential dropout to develop a positive attitude toward school attendance.

9. Emphasize the point that a high school diploma greatly enhances the possibility of success in our society.

(Adapted from a paper presented by Jim Ribbeck, 19th Annual meeting of the IGPA Conference, Chicago, Illinois).

(Appendix G)
TRANPARENCY #22

COUNSELORS' AND TEACHERS' RESPONSIBILITIES TO POTENTIAL DROPOUTS

- DEVELOP ACCEPTING AND UNDERSTANDING ATTITUDE
- ENCOURAGE PARTICIPATION
- GIVE CREDIT FOR EFFORT
- RELATE SCHOOL EXPERIENCES TO LIFE SITUATIONS
- ENCOURAGE REMEDIAL EXPERIENCES WHEN APPROPRIATE
- WORK WITH PARENTS
- REFER STUDENTS TO SPECIALIST FOR SPECIAL PROBLEMS
- ASSIST IN DEVELOPING A POSITIVE ATTITUDE TOWARD SCHOOL ATTENDANCE
- EMPHASIZE IMPORTANCE OF HIGH SCHOOL DIPLOMA

APPENDIX H

(Appendix H)

TRANSPARENCY #25

DROPOUT PREVENTION PROGRAM

ANNUAL RECORD

PURPOSE: THE INSTRUMENT IS TO BE USED AS A SUMMATIVE RECORD FOR THE PROGRAM YEAR. THE INSTRUMENT PROVIDES A RECORD OF PROGRAM PARTICIPATION AND ACTIVITIES FOR THE YEAR. EACH SCHOOL DISTRICT IS URGED TO COMPLETE THE INSTRUMENT AND KEEP IT ON FILE FOR THE NEXT ACCREDITATION REVIEW.

1. NAME OF SCHOOL DISTRICT _____

2. NAME OF SCHOOL _____

3. GRADE LEVELS _____ 4. YEAR _____

5. NAME OF PERSON COMPLETING FORM _____

6. TITLE OF PERSON COMPLETING FORM _____

7. NUMBER OF STUDENTS BY GRADE LEVEL IDENTIFIED AS POTENTIAL DROPOUTS (USE APPROPRIATE BLANKS)

K _____	1 _____	2 _____	3 _____	4 _____
	5 _____	6 _____	7 _____	8 _____
	9 _____	10 _____	11 _____	12 _____

8. NUMBER OF STUDENTS BY GRADE LEVEL WHO ACTIVELY PARTICIPATED IN A DROPOUT PREVENTION PROGRAM (USE APPROPRIATE BLANKS)

K _____	1 _____	2 _____	3 _____	4 _____
	5 _____	6 _____	7 _____	8 _____
	9 _____	10 _____	11 _____	12 _____

9. NUMBER OF STUDENTS BY GRADE LEVEL WHO DROPPED OUT OF SCHOOL (I.E., DID NOT FINISH THE YEAR OR DID NOT RETURN TO SCHOOL BUT ARE STILL IN THE DISTRICT)

K _____	1 _____	2 _____	3 _____	4 _____
	5 _____	6 _____	7 _____	8 _____
	9 _____	10 _____	11 _____	12 _____

10. NUMBER OF STUDENTS BY GRADE LEVEL WHO COMPLETED THE DROPOUT ALERT SCALE, OR THE SCHOOL SENTIMENT INDEX OR ON WHOM THE ELEMENTARY SCHOOL PUPIL ADJUSTMENT SCALE WAS FILLED OUT.

K _____	1 _____	2 _____	3 _____	4 _____
	5 _____	6 _____	7 _____	8 _____
	9 _____	10 _____	11 _____	12 _____

11. NUMBER OF STUDENTS BY GRADE LEVEL WHO ARE STILL IN SCHOOL DUE TO THE SCHOOL DROPOUT PREVENTION PROGRAM (THE NUMBER IN ITEM 7 MINUS THE NUMBER IN ITEM 9 SHOULD EQUAL THE NUMBER HERE)

K _____	1 _____	2 _____	3 _____	4 _____
	5 _____	6 _____	7 _____	8 _____
	9 _____	10 _____	11 _____	12 _____

12. (A) PROVIDE IN SEQUENTIAL ORDER THE ACTIVITIES AND PROGRAM DEVELOPMENT STEPS TAKEN THIS YEAR.

(B) USE THE BACK TO ADD ANY COMMENTS CONCERNING YOUR POTENTIAL DROPOUT PREVENTION PROGRAM THAT WILL FURTHER EXPLAIN OR ENHANCE THE ABOVE INFORMATION.